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ABSTRACT

A manual was developed to assist administrators to assess the needs of their institutions, parents, students, staff, and educational programs relative to bilingual program planning. A second area of focus is the identification of Lau students, or students whose home language is other than English and who are not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency. The core of the manual is a Needs Assessment Bank of Questions addressed to different role groups and covering a wide range of issues. Questions pertinent to particular needs and addressed to specific role groups can be selected for survey instruments, interview questionnaires, and other devices. The purpose and use of needs assessment for bilingual education planning are discussed to provide a general approach to needs assessment implementation. The discussion focuses upon: (1) identification of goals, (2) design of assessment procedures, (3) development of assessment instruments, (4) development of sampling plans, (5) collection of data, and (6) analysis of data. A brief discussion of the purpose and methods of conducting a sociocultural survey of the students' community is included. (SB)

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INSTITUTE FOR
CULTURAL PLURALISM

School of Education — San Diego State University — San Diego, CA. 92182

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GENERAL ASSISTANCE CENTER

TYPE B--LAU

PHASE III MANUAL

AN APPROACH FOR IMPLEMENTING A SCHOOL DISTRICT WIDE NEEDS ASSESSMENT

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BANK OF QUESTIONS

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I.

INTRODUCTION

Assessment of needs for educational planning for Lau students* begins properly with identifying the target student population. The accurate identification of Lau students, by adequate criteria, is necessary, both to provide information basic to any bilingual education planning effort and to ensure that all students with language and academic-related needs benefit from the school program. Although the primary purpose of this manual is to assist school administrators to assess their Lau students' needs, and to identify needed developments and/or changes in staffing, community relations and education programs, a brief discussion of Lau student identification is included to emphasize the importance of this first step.

It is crucial for school administrators to have the best possible knowledge of the Lau students' interests, values, needs, and aspirations. Students entering school from distinct cultural backgrounds may share life styles, values and learning styles that are "distinct" from those of the "mainstream society" which principally shapes the school environment.

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*A Lau student is one whose home language is other than English, regardless of the language spoken by the student and who is not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency.

Each student is an individual and must be given consideration as such; each student, also, has learned much at home and in the cultural community of which he or she was a part before coming to school. If the school is to build on--rather than to deny and waste the knowledge and skills that Lau students bring with them--it must be knowledgeable about them. A socio-cultural survey of the students' community can provide much-needed information and should be considered an indispensable part of a needs assessment for bilingual education planning. A brief discussion of the purpose and methods of conducting a socio-cultural survey is included in this manual.

As stated earlier, the primary purpose of this manual is to assist administrators to assess the needs of their institutions, parents, students, staff and educational programs relative to bilingual program planning. The core of the manual is a Needs Assessment Bank of Questions addressed to different role groups and covering a wide range of issues. Questions pertinent to particular needs and addressed to specific role groups can be selected for survey instruments, interview questionnaires, etc. A guide to the Bank of Questions makes question identification convenient.

The purpose and uses of needs assessment for bilingual education planning are discussed to provide a general approach to needs assessment implementation. The discussion is broken down in terms of:

1. Identification of Goals
2. Design of Assessment Procedures
3. Development of Assessment Instruments
4. Development of Sampling Plans
5. Collection of Data
6. Analysis of Data

It is hoped that this manual will be useful both to those planning comprehensive bilingual education programs and those seeking to improve the implementation of existing programs. The Bank of Questions itself is meant as much to be illustrative as to provide a ready-made list of questions. The socio-cultural survey materials, especially, must benefit by later refinement and addition as more empirical knowledge accumulates.

II.

LAU STUDENT IDENTIFICATION

Lau students must be identified by home language, grade and school. This information will be used in planning the collection of information about the existing program and for developing the educational master plan.

Procedures for identification at both elementary and secondary grade levels are discussed in the following pages. Essentially, three stages are necessary: 1) Identification of student's home, first or comfortable language, 2) Language proficiency assessment, 3) Achievement determination.

In the first stage all students are identified whose home or primary language is other than English. A student is considered to be a Lau student if:

1. The student's first language is other than English.
2. The language most often spoken by the student is other than English.
3. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

In the second stage the student's language proficiency is determined. Students identified in the first stage as Lau

students by at least one of the three criteria must be tested for oral language proficiency. Language proficiency is identified according to one of the following categories:

1. Monolingual other than English (speaks a language other than English exclusively).
2. Predominantly other than English (speaks a language other than English primarily).
3. Bilingual (speaks both the language other than English and English with the same facility).
4. Predominantly speaks English (speaks mostly English, but some of the language other than English).
5. Monolingual speaker of English (speaks English exclusively).

In the third stage the school must determine whether the student is achieving at the levels normal for students not identified as Lau students. Achievement assessment is required for all students, especially in the cases of students who are bilingual, predominantly English-speaking, or monolingual English-speaking.

Survey construction, test selection and data collection about individual students must be well thought out in order to prevent errors which make the data useless or generate needless work.

A record keeping system is required which identifies each student and allows for gathering all the information about that student into one record. Another requirement is

for instruments which are easily understood and administered and which can be interpreted definitively. Criteria for language, proficiency and achievement determination should be made clear before the instruments are administered.

It is recommended that Stage 1 (home language) identification be done through a survey which can either be mailed to the home, administered in the home by a member of the school community, or administered by phone. Contacts with the home should be made by someone fluent in the target community language and knowledgeable of its culture. Questions asked should cover the language used in the home, the first language of the student, and the language preferred and used in the home by the student.

In addition to the home language survey, the school district should identify the comfortable language of each student. The comfortable language refers to the language used by the student in informal situations on the playground, in the neighborhood, for peer group interactions in and out of the classroom, at lunch, and other informal situations. Observers must estimate the frequency of use of each language spoken by the student in these situations.

It should be noted that according to OCR guidelines teacher judgment alone is not sufficient to determine the student's home language or comfortable language. Teacher judgment must be supported by the previously mentioned surveys. Often, teachers are not fluent in the language used by the

student. Also, non-English speaking students often associate the teacher and the classroom with English--which might encourage the use of English rather than the student's comfortable language in the teacher's presence.

The next step, Stage 2, is to identify the actual oral language proficiency of students whose home, first or most often used language is not English. The presence of any one of these three criteria indicates that language proficiency must be determined.

The school district may develop its own measure of proficiency or may use one of the instruments developed commercially or by another district. Please note that determining dominance is not the same as measuring student's language proficiency. The determination of language dominance is of limited diagnostic value, since a student may be of equal ability in both languages but not very skilled in either. Thus, the potential negative effect of limited language proficiency on school achievement requires the collection of achievement data for all students and especially from other-language backgrounds who are bilingual, predominately English-speakers, or monolingual English-speakers.

In selecting a proficiency instrument, proper care should be taken to ensure its reliability and validity, the reasonableness of its administrative times and cost, and its appropriateness for the age of the student. The measure should give the same results if the student were tested

repeatedly and by different test administrators. Proficiency classification into one of the five categories should be validated by other methods of assessment. Clear cut standards should be set ahead of time for scoring and classification. The Lau NOD Center maintains a collection of tests which can be examined by the assessment committee; however, no recommendation will be made.

Stage 3 (achievement assessment) data must be collected for all Lau students found to be nonEnglish-speaking, limited English-speaking, bilingual, predominantly English-speaking or monolingual English speakers. Those students who are fluent in the English language but are found to be underachieving are also identified as Lau students.

Considerations for achievement test selection are similar to those for selection of language proficiency instruments. In most cases the district will already have standard achievement instruments in English in conformity with federal and state guidelines. Criteria for Lau student assessment should be established ahead of time and should take into account both national norms and district norms. A list of identified Lau students, by grade and school, should be made up to assist in further planning.

III.

SOCIO-CULTURAL SURVEY

Communities are dynamic, living organisms. No community, therefore, can be finally and completely known or described. Much can be learned, though, about a community's demographic and cultural characteristics, its patterns of influence, its associational patterns, and about the psychological factors operating within it. Such knowledge about the community is vital for educators seeking to provide appropriate learning experiences for their students. In a study done at San Diego State University, in the Multicultural Education Department, several clear and sequential steps for developing a socio-cultural description of a school community are recommended as follows.*

The socio-cultural description should provide answers to the following questions:

--What is the community?

--How does one establish relations with the community?

--How does one identify the needs and concerns of the community?

---

*Ochoa, Alberto. "A Sociocultural Description of the Community", San Diego State University Multicultural Department, 1976.

--How does one use the community resources?

The person, persons, committee, etc., responsible for developing the socio-cultural description should brainstorm possible answers to the following questions before beginning actual research for data. This step will help to organize the research that will follow. Questions to be brainstormed are:

What is Community Involvement?

--What is the community?

--Who is the community for?

--How fast can a community change?

--What is the responsibility behind community involvement (rhetoric vs. action)?

--How can you facilitate the process of community involvement?

Establishing Relations with Community

--Who are key people in the community? The people of influence? The decision-makers?

--What kind of influence do they assert?

--How do you become a member of the community? How can you become involved in the community? And with whom?

--What may inhibit relations with the community?

How Does One Identify the Needs and Concerns of the Community?

--Where should you inquire about community needs? Community concerns?

--What do you ask?

--Who are the spokespersons of the community?

--Who sets priorities in the community? How are priorities established?

--What are the needs and concerns of the community as you perceive them?

--What are the needs and concerns of the community as the community residents perceive them?

Using Community Resources

--What resources are there in the community that can be used to implement educational programs?

--What community resources help facilitate educational objectives?

--How do you use the community to enrich the school curriculum?

--What is the level of interest and commitment to the use of community resources? And by whom?

The research phase will develop information in five specific areas of the school community:

--Demographic characteristics

--Cultural characteristics

--Associational patterns

--Influence patterns

--Social-attitudinal factors

For each of these areas, a number of questions are suggested. These can be answered from a number of sources which will be listed a little later. Because of the breadth of information required for the socio-cultural description, it is recommended that different persons or groups be given responsibility for each of the five areas described above. The different persons or groups can then pool their information to prepare a descriptive community profile. The questions listed below should be taken as a guide; they should suggest others to the research participants.

Demographic Characteristics

--How many people live there?

--What proportion live together? What proportion live alone?

--What is the age distribution?

--What is the percentage of school-age children?

--What is the income distribution?

--What types of housing are available and where are they located?

--What proportion receive welfare funds?

--How are the people employed? Do children work?

--How many are unemployed?

--What levels of education are characteristic of various segments of the community?

--What religious groups are found in the community?

--What type of industry is present?

--What recreational facilities are available to the community? Where?

--What elementary and secondary schools are used by the community?

--What means of transportation are available?

--What hospitals, clinics, and other services are accessible to the community? What emergency services are there?

Cultural Characteristics?

--What languages are spoken by the various sectors of the community?

--What languages are spoken in the home?

--What languages are spoken in shopping centers?

--What languages are spoken in recreational centers?

--What languages are spoken in the school playground?

--What languages are spoken in the church?

--How are families organized (i.e. What is the father role, mother role, child role)?

--Are families nuclear or extended?

--What ties are there to relatives?

--What recreation do families prefer?

--What material items do people value?

--What are the food preferences and eating habits?

--What holidays are considered important? Other events?

--What is acceptable in clothing and grooming?

--What do family members discuss?

--What TV programs do community members watch? Do they listen to Spanish radio programs?

--What newspapers are read? What magazines are subscribed to?

--What do people normally eat for breakfast, lunch or dinner?

--Are family activities centered around the school, church, sports, or other members of the family?

--What are the religious practices of the community?

--Who are the apparent heroes--sport figures, politicians, movie stars, etc.?

--What appears to be the spending pattern? Who is the breadwinner? What is the community's income level?

--What are perceived as immediate problems?

--What types of music are popular?

--What is considered unfair and fair?

--What is considered insulting?

--What rituals mark birth, puberty, marriage, and death?

--What conduct merits scorn and ridicule?

--What modes of artistic expression are allowed or encouraged?

--What is considered funny?

--What is the folklore (stories, legends, music, dances, etc.) that community members know?

Associational Patterns

--Are there religious cleavages? If so, what?

--Ethnic cleavages?

--Neighborhood cliques?

--Who marries whom?

--What kinds of barriers to association exist and what are they like?

--Are there important clubs and associations? Who is in and who is out of them?

--Who attends what religious services?

--What groups buy at different shopping centers, corner grocery store, etc.? Why?

--Who associates with whom in reference to social status, occupation, wealth, age, sex?

Patterns of Influence

--What political systems exist?

--Are there power blocks of labor? Employers? Businessmen? Unions?

--Do many people feel powerless? Why?

--Are there non-citizens in the community?

--Have any civil rights been violated? When and how?

--Who are the influential people, groups, and associations in the community?

--Who influences whom?

--How does information flow through the community?

--What groups are respected in the community? By whom?

--What groups are not respected by the community? Why not?

--Who are the decision makers--school board, local government, law enforcement, etc.? Are they representatives of the community?

Social-Attitudinal Factors

--What stereotypes do the various categories of people have of others?

--What are the perceived self-concepts that the various categories of people have of one another?

--What is the social distance of the various categories of people?

--Who feels "top dog"; who feels "under-dog"? What evidence leads to this feeling?

--What people or groups are considered agitators, radicals, trouble-makers, etc. Why?

--What celebrations, demonstrations, incidents have taken place in the community that provide indications as to what people in the community feel strongly about?

--What is the awareness of social justice in the community?

--What are the community members' attitudes towards community change? Do they rely on tradition? Do they feel that the problems that exist are unsolvable?

--What are the community members' attitudes toward their living conditions? Are they perceived as problematic? Do they accept conditions as they are? Are problematic conditions denied?

Some hard work and ingenuity will be required to develop the information required for the socio-cultural description. Much information, however, can be gathered from sources such as:

--United States Census (1970)

--Community Fact Book (Chamber of Commerce)

--Annual City Report

--Historical documents of the city

--City census information

--Information about city social services

--Demographic statistics

--Feasibility studies done on housing, educational services, transportation, recreation, medical care, employment, etc.

--Newspaper records (city, local, university/college)

--Interviews with city officials, government personnel, librarians, educators, police officials, etc.

--City planning department

A socio-cultural description can be of great value to planners of bilingual education programs and will provide the school with a solid basis for its developing school/community relationship. The descriptive profile, if made available, will also help community groups to assess their own needs and objectives--e.g., for child care centers, income tax service, voter registration, educational goals, etc. It will improve a school district's ability to tap community resources, enrich the curriculum, and assess educational goals and needs.

IV.

PURPOSE OF NEEDS ASSESSMENT

To develop a comprehensive Lau master educational plan that considers the linguistic and academic needs of students and the fiscal, staffing and physical resources of school districts, the Lau NOD Center proposes a survey of district needs for the following components of the educational plan:

1. Language Determination
2. Staff Development
3. Administrative Organization
4. Curriculum
5. Counseling and Guidance-Related Needs
6. Community Relations

Survey results will enable the district to identify educational, social, and cultural characteristics of Lau students. Once the characteristics have been identified and goals consistent with the Task Force Remedies have been defined, the needs assessment process will implement the following activities:

1. Develop a profile of <u>what should be</u>: i.e., the services that ought to be provided by the district for each component of the educational plan.

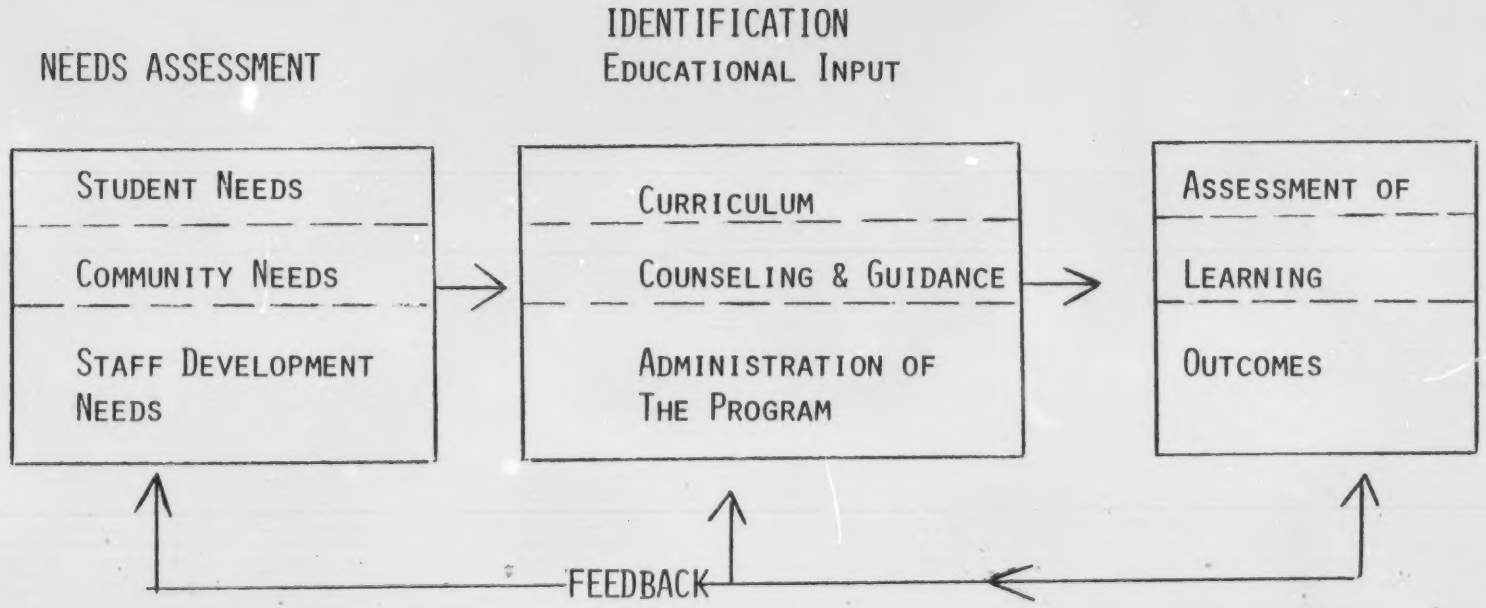
2. Develop a profile of what actually exists in the district: i.e., the educational services currently provided for each component of the educational plan.
3. Develop a profile of what needs to be done to make educational services compatible with student characteristics for each component of the educational plan.
4. Identify and make use of needs assessment findings to develop an educational master plan consistent with the linguistic and academic educational needs and learning styles of Lau students.

The intended outcome of the needs assessment process is exemplified in Figure 1 (next page). The survey data will help to identify appropriate instruction for Lau students. Instructional strategies based on identified needs in turn should promote desired capabilities, such as knowledge, intellectual skills, intellectual strategies, psychomotor and affective skills. A thorough assessment process will extend to measurement of the effectiveness of instruction. Assessing students' learning outcomes is necessary to determine what factors (cultural and environmental) can enhance the effectiveness of an educational system.

What is Needs Assessment Methodology?

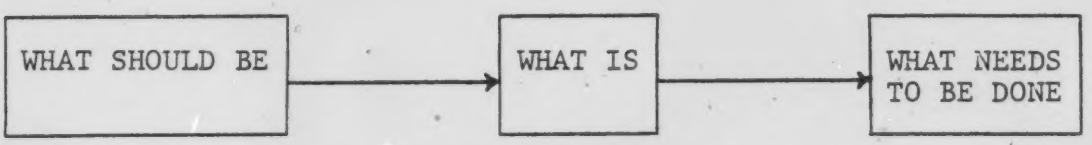
Needs assessment methodology may be defined as the necessary process for obtaining useful information about

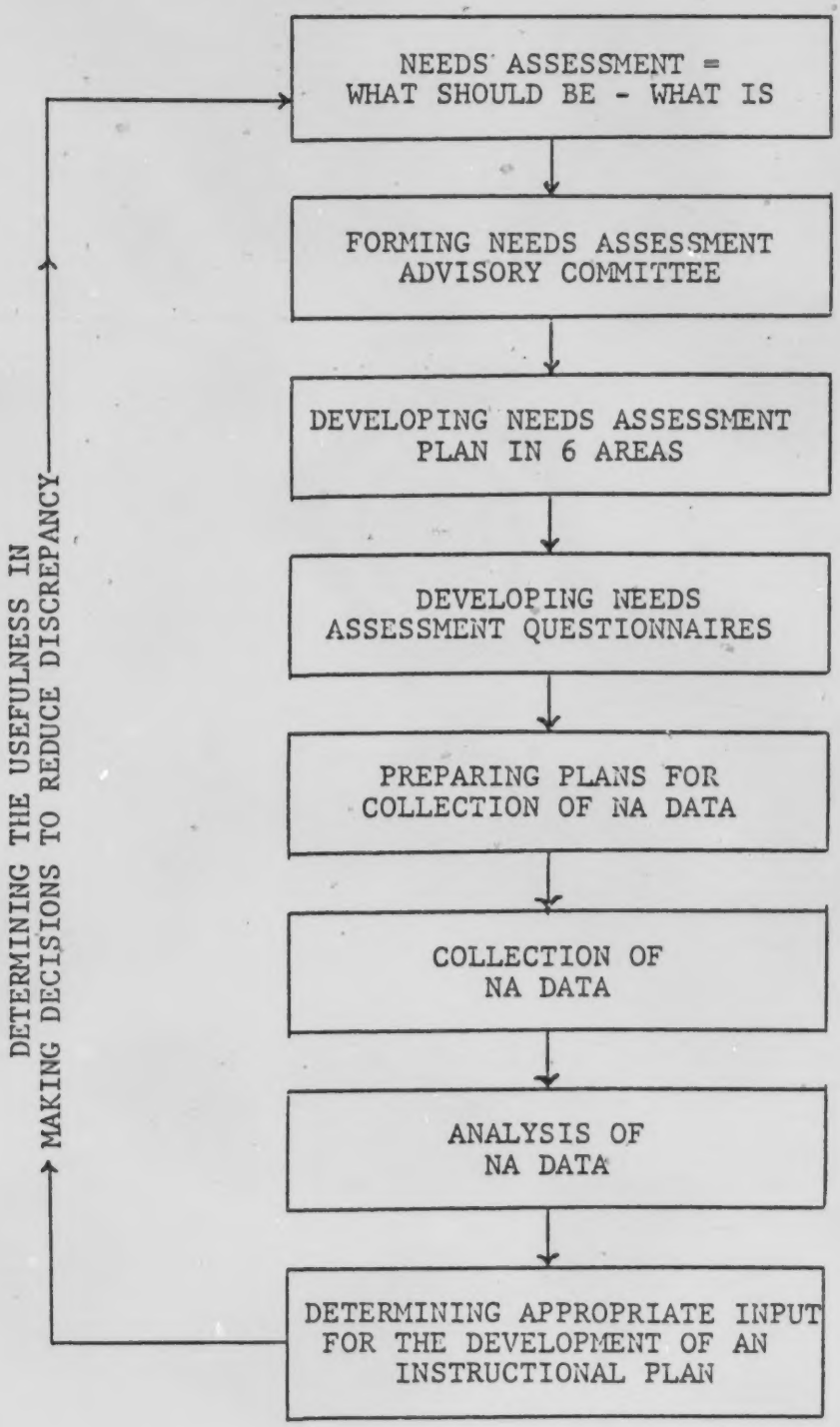
FIGURE 1: FLOWCHART OF NEEDS ASSESSMENT PROCESS



students' needs. Such information will reveal differences between "what should be" and "what is". In this sense, the needs assessment is simply a process for discovering discrepancies between desirable educational outcomes and the outcomes currently being obtained. If there is no discrepancy between "what should be" and "what is" nothing remains to be done. This optimum situation, however, rarely exists in our schools, especially in those educating Lau students. There is obviously a lot to be desired in the education of culturally distinct children, since they so frequently experience failure in schools.

A needs assessment begins with the formulation of desirable goals for each of the six components outlined on page 19. After goals at the district level have been set, a careful analysis of student characteristics and of the resources of the district to meet the educational needs will be made. A comparison of these two bodies of information will then indicate a direction for providing education. The whole process of such a data gathering scheme for evaluating the needs of the students can be summarized as follows:




NEEDS ASSESSMENT =
WHAT SHOULD BE - WHAT IS
FORMING NEEDS ASSESSMENT
ADVISORY COMMITTEE
DEVELOPING NEEDS ASSESSMENT
PLAN IN 6 AREAS
DEVELOPING NEEDS
ASSESSMENT QUESTIONNAIRES
PREPARING PLANS FOR
COLLECTION OF NA DATA
COLLECTION OF
NA DATA
ANALYSIS OF
NA DATA
DETERMINING APPROPRIATE INPUT
FOR THE DEVELOPMENT OF AN
INSTRUCTIONAL PLAN
DETERMINING THE USEFULNESS IN
MAKING DECISIONS TO REDUCE DISCREPANCY

V.

NEEDS ASSESSMENT IMPLEMENTATION

A thorough needs assessment process is carried out through the following six steps:

1. Identification of educational goals
2. Design of assessment procedures
3. Development of assessment instruments
4. Development of sampling plans
5. Collection of data
6. Analysis of data

The following discussion of these steps brings together general needs assessment principles and methods with the specific requirements of bilingual education planning. This manual provides a Needs Assessment Bank of Questions to assist the proposed Needs Assessment Committee in developing assessment instruments; those wishing to develop their own questions may, of course, do so. In any event, the description of value assignment, etc. of questions in the Bank should prove useful to those who choose to ignore the Bank itself.

Identification of Educational Goals

Needs assessment for bilingual education starts with identifying educational goals compatible with HEW/OCR Task Force Remedies for Lau students. This first step can be best accomplished by a Needs Assessment Committee which will specify the goals of a program in which students will achieve at the maximum level regardless of their linguistic and cultural characteristics. The committee should set goals in all the areas of the needs assessment.

> Goal: A general statement, broad in scope or intent, of a desired outcome or result. A goal is subjectively determined and is often not directly measurable.

There is a need to distinguish between two types of goals. There are goals that relate to student performance and goals that relate to program characteristics. Goals that relate to student performance are concerned with student behaviors. They reflect the desired outcome of the educational process and serve as the determinants for specifying program goals.

Student Goals. Student goals appropriate under HEW/OCR regulations reflect the equal benefits expected from the educational process for all students. Students in bilingual programs are expected to perform conceptually and linguistically at a level equal to or better than English-speaking students. Other goals, such as positive self-concept,

knowledge of sources of information, development of interpersonal skills, career-choice flexibility, cross-cultural understanding, bicultural functionalism, etc., should reflect the expectations not only of the professional school staff, but the desires and concerns of the students, and the needs and concerns of the students' community as well. Student goal setting, therefore, requires substantial participation of professionals, students, and community members. The professionals' own participation will be greatly facilitated by a socio-cultural survey of the target community. The data produced by such a survey will provide a necessary framework for reconciling the mandated performance standards of educational agencies, the stated and implied goals of the school district, and the concerns, desires and needs of students and their community. More has been said about socio-cultural surveys elsewhere in this manual. Here we are concerned more with developing means for obtaining goal-related input from the goal setting participants.

The Lau Steering Committee, charged with developing a bilingual education master plan, is an obvious choice for assuming goal setting responsibility. Current district goals and HEW/OCR guidelines must be examined for compatibility. Goal setting participants' input, mentioned above, must be obtained, analyzed, and synthesized. For student and community input, one method is to provide questionnaires which list possible student goals, asking respondents to rank them in

order of priority. Another method is to form committees representing role groups (such as school administrators, curriculum developers, PTA's, student organizations, community organizations, etc.) to formulate student goals. A general committee can then organize and prioritize goals. Nor are these two methods exclusive: the goals formulated in committees might well form the list of goals for the questionnaire suggested at the beginning of this paragraph.

Program Goals. Program goals can be formulated once student goals have been set. Program goals must be those necessary for the attainment of student goals. A program needs assessment is necessary for determining necessary program goals. It is most convenient to consider program goals and needs in terms of the six bilingual programming components described in HEW/OCR guidelines:

1. Language Determination
2. Staff Development
3. Administrative Reorganization
4. Curriculum
5. Community Relations
6. Counselling and Guidance

Language determination is an important and complex area for assessment. Students' linguistic characteristics are, in the first place, the determining criteria for their identification as Lau students. Increasingly, the importance

of language factors to other school experiences and educational outcomes is being recognized. A linguistic assessment of the students' community--to determine, for example, whether it is a language-maintenance or a language-transitional community--will have important implications for bilingual program planning. Program goals relative to language determination should reflect the importance of language and language-related assessment to the attainment of student goals; to diagnosis and prescription for instructional content and strategy; to curriculum and materials development; to counseling and evaluation procedures; and to staffing needs.

Staff development program goals must clearly specify the knowledge, skills, competencies, characteristics and attitudes of school professional staff by role--e.g., teacher, curriculum specialist, counselor, administrator--necessary for providing the setting and instruction that will best promote student achievement. Careful assessment of staff characteristics is necessary to plan for and provide a staff development program to achieve staff development program goals. Specific staff training needs will usually be discovered for language assessment, student diagnosis and prescription, materials use, counseling and guidance, and community/school collaboration.

Administrative reorganization goals should support the educational and program needs of Lau students and specifically

bilingual education. Clear responsibilities for planning, staffing, budgeting, resource allocation, etc., must be defined if an educational program is to succeed. Administrative policies with regard to hiring, staff development, resource allocation, materials acquisition, counseling assignments, etc., should reflect support for instructional programs for all Lau students. Processes for program evaluation and for developing options for change can be included in the administrative reorganization. Clearly, a careful assessment of need is desirable before undertaking actual administrative reorganization.

Curriculum and curriculum materials must be compatible with student characteristics and student goals. Program goals, therefore, must be established which reflect the need for relevant curriculum and materials, a selection process for materials, a curriculum development process, and which define the subject areas for bilingual education. Staff training needs for selection and use of new materials and for development of curriculum must be considered.

Community relations merit careful consideration. Program goals should be as specific as possible: precisely what is meant, for example, by "school-community relations" or "participation"? Program goals should be formulated to avoid possible ambiguities. Only then can an assessment provide clear information about discrepancies between "what should be" and "what is".

Counseling and guidance goals for Lau students' efforts should reflect the need for further development of testing instruments and procedures relevant to students' characteristics and needs. Because of the current lack of development in counseling and guidance philosophy relative to the needs of Lau students, program goals might well include the identification of student needs in this area. Some obvious counseling concerns relate to incentives, information, etc. needed to stimulate enrollment in electives and other courses that will enhance student academic skills, alleviate social isolation, and end traditional tracking into low career-expectation areas of study. Program goals defining equitable handling of discipline problems for all students will naturally be a part of program goal setting. For successful program planning in this component, careful assessment will be necessary after program goals have been defined.

Design of Needs Assessment Procedures

The development of procedures for carrying out the remaining needs assessment steps (instrument development, sampling, data collection, and data analysis) can be carried out concurrently with the goal-setting process described above. This is essentially an administrative step in which responsibilities for the needs assessment processes are defined and

assigned, resources are allocated, timelines are developed, and necessary communications links are ensured.

School districts following the Lau NOD Center process of bilingual education master plan development will have an established Lau Steering Committee, divided into subcommittees, each responsible for a specific program component (e.g., Staff Development). They will normally have taken an important role in the goal setting process and will probably take on responsibilities in the other assessment steps. In any event, responsibility for developing assessment instruments for each educational component must be assigned. Physical preparation of the instruments must be provided for.

Responsibilities and timelines for specifying the sample population to be surveyed must be defined. In the case of mailed questionnaires, mailing lists of those to be surveyed must be prepared.

Data collection processes must be provided for. If questionnaires are mailed, who will be responsible for follow-up usually necessary to encourage survey response? How will this follow-up be carried out? If personal interviews are to be used, who will conduct them? What special training will they need? These questions, and others, will be addressed in the discussion of data collection: they must be anticipated and provided for in the design of assessment procedures.

The basic consideration in assessment procedure design is that the responsibilities, information, and resources

necessary to articulate the assessment be defined and provided. There is obviously little point in preparing and sending out questionnaires if there is no one to tabulate and analyze the returned results.

Development of Assessment Instruments

Assessment instruments must be designed to produce clear information about "what is" in the educational effort relative to the needs of Lau students. Once clear program goals have been established in the six educational program components (Language, Staff Development, Administration, Curriculum, Community Relations, and Counseling and Guidance) the information needed to reveal possible discrepancies between "what is" and "what should be" can be defined. Sample questions that will elicit the needed information can then be selected from the Needs Assessment Bank to make up survey questionnaires.

A few general points can be made about the Bank and its use:

1. Questions are cross-reference according to program components, (language, staff development) to which they are addressed.
2. All questions have been designed to yield scores in one direction. Where a question has three possible answers, for example, the first choice is the most desirable, and so on in descending order. One class of questions is an exception to this rule: questions

whose answers are simply descriptive. (An example is Question 4 on page 49.) Such questions reveal information useful for counseling, program planning, etc., but should not be assigned score value.

3. A simple scoring method is to assign a value (e.g. 3 points) to a question's first answer choice, another value (e.g. 2 points) to the second, etc. This question-by-question score data can be used in two ways:

   A. Role-group averages can be obtained by totaling each questionnaire's score, adding those totals and dividing by the number of respondents. For example, each administrator's questionnaire can be scored and a total score for all administrators obtained by adding all administrator scores. This total, divided by the number of administrators responding, will yield the average administrator response. This may be done with individual questions, group of questions, or the entire survey. Assuming different role groups are responding to the same questions, it will be possible to compare role group responses.

   B. Total response to each particular question can be obtained by totaling the response scores to that question or questions. For example, a school district's total response, or poll, to the

question, "Should one of the basic goals of school be to help students learn more about themselves and others?" can be obtained.

As stated earlier, the specific information sought will be determined by the goals developed. Since these goals must be compatible with HEW/OCR guidelines, however, certain kinds of information can be identified as necessary to any bilingual education needs assessment. To assist assessors to focus on their own specific information needs, the following brief discussion of commonly required information is offered. It must be borne in mind that the purpose of needs assessment is to develop a clear picture of what actually is being done.

Current Instructional Programs. Information about existing instructional programs will be gathered from questionnaires developed for the six educational program components, as appropriate. Information is needed about the methods and criteria for placing students in various programs; as to whether programs result in the isolation of students for part of the day, or in their segregation by race, ethnicity, sex or socio-economic status; as to whether special programs are available to all who need or request them; as to whether they offer sequential or continuous courses of instruction for grades K-12 in all subject areas; and as to whether individual learning styles are considered in program development. Some typical questions might be:

--If bilingual instruction is offered, is it available to all who request it?

--Is instruction provided in a language understandable to the limited and non-English-speaking student?

--How is bilingual instruction provided?

--To what extent are classroom activities related to learning goals?

Learning achievement is often judged to develop information about testing done in the district. Are tests standardized, criteria referenced, or cognitive developmental? Information is needed as to what tests are used, how they are administered and what use is made of their results.

--Are tests administered in the students' dominant language?

--Are tests compatible with students' experience and background?

--Do tests actually measure what they are intended to measure?

--Do tests relate to student and program goals?

--Are parents informed of testing results and their significance?

Language. Desired information about existing language identification procedures will reveal their accuracy and reliability.

--Who is responsible for language identification?

--Are home, informal and non-classroom language usage considered?

--What language assessment instruments are used to measure language ability?

--Are language assessment instruments accurate and reliable?

--Are special skills required of language test administrators?

--How is the student's language ability determined?

Staff Development. Information about staff characteristics relative to the needs of a bilingual educational program is necessary for evaluating school district resources for bilingual education and for staff development planning. This information is also needed for assessing and developing the administrations' policies and practices for staff hiring. Salient staff characteristics about which information can be developed are social/ethnic representation, language abilities, special expertise in bilingual/cross-cultural education, attitudes toward education of distinct language/culture students, and degree of involvement with target students' community.

--What are the staffs' career and educational concerns?

--What skills do the staff possess for relating to the Lau student population?

--How has staff responded to previous training programs?

--How is the staff viewed by Lau students and their community?

Administration. Information necessary for administration assessment and reorganization is needed from the district level, local school level, and the board of education. Data is needed to describe current administrative characteristics and the practices and attitudes of decision making bodies as these affect bilingual education.

--What are the social/ethnic and linguistic characteristics of administrator and school board?

--What is the attitude of district policy makers toward bilingual education?

--What is the actual policy of district toward student/parent/community participation in decision making?

--What are the hiring practices relative to bilingual education?

--What local funding is allocated for bilingual education?

--What resources for bilingual education are available?

Curriculum. Information is sought in three areas related to curriculum and its development. First, a clear description of curriculum and materials presently in use or available for use; second, a description of resources for developing curriculum; and, third, a description of resources and processes for curriculum evolution. Typical questions relating to these areas are:

--What curriculum is being used with Lau students?

--What is the variety of materials available for all grade levels?

--How familiar are schools with the availability of materials?

--Who is responsible for bilingual curriculum development?

--Are curriculum developers knowledgeable about Lau student cultural and linguistic characteristics?

--To what extent are Lau parents/community involved in curriculum development?

--Who evaluates commercial bilingual curriculum and materials?

--What criteria is used for materials evaluation?

--How is cultural relevance of curriculum evaluated?

--What use is made of evaluation results?

Community Relations. Information is needed to describe the nature and the areas of school/community involvement. Information is needed, as well, about community attitudes and concerns about school/community relations.

--In what areas of bilingual educational planning or implementation does the school district seek community participation?

--How and how often do schools contact Lau parents?

--Are training programs available to Lau parents/community?

--How are advisory committees constituted?

--What does the Lau community expect of the schools?

--What does the Lau community expect of its children?

--What resources for bilingual education programs exist within the Lau community?

--How effective is the communication between the school and target community?

Counseling and Guidance. Information is needed about the services and resources for counseling Lau students.

--What social/ethnic and linguistic characteristics describe the counseling staff?

--How are Lau students assigned counselors?

--What academic and career guidance is available to Lau students?

--What criteria have been established for handling discipline problems?

--What contact takes place between counseling staff and Lau parents/community?

Development of Sampling Plans

In a large school district the number of persons within a given role group (administrators, Lau parents, etc.) may be too large to permit a convenient survey of all. A few basic sampling techniques are discussed below to assist administrators in developing plans for reliable sampling of the groups from which they want information.

The first step in sampling is to define the population to be studied. For example, if the researcher wants to study

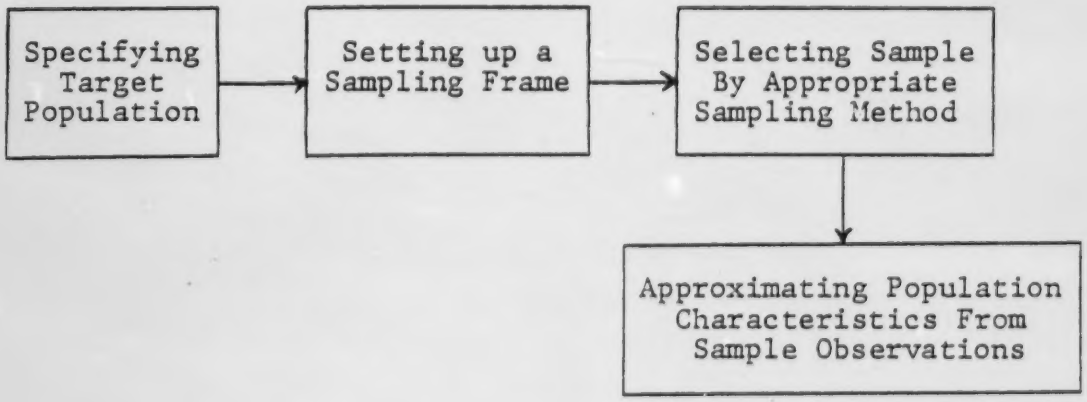
the attitudes of teachers in Tucson, his population will contain all the teachers in Tucson.

The second step is to set up a sampling frame. Following the same example, it may not be possible to survey all Tucson's teachers. The researcher may have, let us say, access to six elementary schools in Tucson. A list of all teachers in those six schools will make up the sampling frame.

The third step is to select a sample from the sampling frame. It is crucial that an appropriate sampling technique be used so that a reliable representative sample can be selected. A suggested sampling technique will be described below.

The final step in a sampling procedure is to approximate the sampled population characteristics from the sample observations. This is more precisely a part of data analysis and will be discussed under that heading.

The steps of a sampling process are diagrammed below:


Specifying Target Population
Setting up a Sampling Frame
Selecting Sample By Appropriate Sampling Method
Approximating Population Characteristics From Sample Observations

Sampling Techniques. There are a variety of sampling techniques which will not be discussed here. The one most appropriate to the needs assessment process described in this manual is the Stratified Random Sample. This technique involves two steps: 1) stratification, and 2) a random selection from each stratum.

Stratification is the grouping of a population according to certain defined variables. For example, a sampling frame which lists all elementary students in a district might be stratified by school, grade level within each school, or by ethnic background, etc. A proportional sampling can be then selected by taking a number of elements from each strata according to the relative size of the strata within the whole population. If there are ten schools in the district, whose students represent respectively 14%, 32%, 7%, etc., of all the students, the sample would be made to include a proportional number from each school.

Random selection of the desired sample from the stratified sampling frame described above is done by assigning a code number (e.g. 01, 02, 03, through 30) and then using a table of random numbers to select the required number of elements from each group. Such tables are found in most statistics books and are simple to use.

Suppose we want to randomly select five students from a group of 30. An excerpt from a table of random numbers is included below.

After numbering the subjects (01, 02, 03,...30) we can select five by reading the two digit column in the random number table. The first subject to be included in the sample would be subject number 02, then subjects numbered 21, 15, 12 and 08. We started at the two extreme left columns and went down, reading two digit numbers. Since the digits in the table are random, the numbers could be read horizontally in either direction.

Data Collection

After the assessment instruments have been developed and the responsibilities for administering the questionnaires have been identified, the actual data collection can be done. Data collection may require several considerations:

Training of Data Collectors. Assessment of linguistic characteristics and of community relations concerns may require trained personnel to conduct surveys. It is necessary to ensure the objectivity and validity of the information collected. The following may be important in the choice of data collectors:

--ability to speak the language of the target community.

--familiarity with the target area.

--ability to establish rapport with the respondant.

--objectivity in interpretation of the questions.

--accuracy in reporting and quantifying responses.

After the data collectors/interviewers are chosen, a training session may give them an overview of the needs assessment process, familiarize them with the instruments used, and present a list of do's and don'ts of interviewing.

Data Collection Methodology. There are two basic ways of collecting the data. Questionnaires may be a) mailed or delivered to respondents, or b) they may be individually administered in person.

Administering the questionnaire in person is considered the better procedure. First of all, it allows for maximum return of the questionnaire and it allows for questions to be asked whenever the respondent is unclear either about the meaning of a question or about directions for completing the questionnaire. On the other hand, it limits the number of questionnaires since it is expensive and time consuming. Nevertheless, this procedure is recommended for bilingual and minority populations especially when language differences may be present. The collection of survey data through mailing allows a larger number of people to be surveyed. The problem is that it does not allow for clarification of questions and it is harder to ensure response. In order to maximize the return of questionnaires it is suggested that coding be used

so that questionnaires can be accounted for. Unreturned questionnaires can then be identified and respondents simply reminded of the importance of returning them. Using this procedure one can expect a roughly ninety percent return. If the minimum number of questionnaires desired is 100, at least 112 questionnaires should be sent out.

For collecting information in the community, it is suggested that a combination of the two methods (individual assessment and mailing) be used. Whenever questionnaires are to be directed to the community they should be individually administered. Any other procedure leaves too much room for doubt.

Data Reporting. The need for a clear definition of responsibilities and allocation of resources for tabulating and reporting the returned assessment instruments was discussed under "Design of Needs Assessment Procedures". Returned questionnaires must be scored and tabulated in keeping with the Data Collection design. The compiled information must be reported to those who will carry out the data analysis. For a smooth needs assessment, it is important that time lines for collecting and reporting data be met.

Analysis of Data

It is in the process of discrepancy analysis that the "needs" part of "needs assessment" surfaces. A clear

formulation of student and program goals will have given a clear picture of what instructional program planners want to meet the needs of all Lau students. A careful survey of the school professionals, students, parents, etc., will produce a clear picture of what actually exists. A comparison of the two will now reveal gaps, or discrepancies between "what is" and "what should be". The first step in needs analysis is the listing and statement of those discrepancies. The statement describes a "need".

Need statements should first be listed as simple statements of fact. At this point no cause should be assigned.

Example: 68% of responding parents would like more information about student placement practices.

If the suggestion to divide goal setting and instrument development into the educational programs' six components (language, administration, staff development, curriculum, counseling and guidance, community) has been followed, the listing of needs statements will naturally produce six lists. Each component's list of needs can now be broken down into groups, or clusters related to the established goals. The needs in each group should be ranked according to the severity of discrepancy between "what should be" and "what is". Now, since the goals have already been prioritized, the discrepancy analyst can readily see which needs are the most critical to meet.

Utility. At this point the needs assessment has been completed. Planners now have a clearly stated list of goals, clear information about what exists in fact, and a prioritized list of statements of need. Planning to meet identified needs is yet to be done. It is worth reemphasizing the obvious: that needs assessment is a means and not an end. That this is explicit even within the technology of needs assessment is clear from the concept of utility. According to needs assessment expert R.J. Coffing: "An item of information can be said to have utility if it is used by an information user in decision making."* Thorough and careful planning and implementation of needs assessment processes can provide information needed by bilingual education program planners. But until that information is used to shape decisions in actual planning, the information is useless.

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*Coffing, Richard T. "Needs Assessment Methodology: A Prescriptive Set of Rules and Procedures for Identifying, Defining, and Measuring Needs". Prepared for the Symposium on "Methodologies Under Development" Annual Meeting of the American Educational Research Association, Chicago, Illinois, 1974.

LAU NEEDS ASSESSMENT BANK OF QUESTIONS

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Needs Assessment Bank of Questions

1. Sex

    1. Male
    2. Female

2. Current position

    1. Administrator
    2. Regular classroom teacher
    3. Bilingual-bicultural teacher
    4. English as a second language (ESL) teacher
    5. Other special teacher (Specify: _____)
    6. School counselor/school psychologist
    7. Paraprofessional aide (Specify: _____)
    8. Office and clerical staff, maintenance staff, food services
    9. Librarian, nurse (Specify: _____)

3. Assigned grade level

    1. K-2
    2. 3-6
    3. 7-8
    4. 9-12

4. Teaching or Counseling experience

    1. More than 10 years
    2. Six to ten years
    3. Two to 5 years
    4. One year
    5. Not applicable

5. Racial/Ethnic background

1. Asian, Indo-chinese
2. American Indian
3. Black American
4. Spanish/Mexican American
5. White
6. Filipino
7. Portuguese
8. Other (Specify: _____)

6. Which of these languages do you speak?

1. American Indian (Specify: _____)
2. Cantonese
3. English
4. French
5. Japanese
6. Mandarin
7. Pilipino
8. Portuguese
9. Spanish
10. Vietnamese
11. Other (Specify: _____)

7. Which of these languages do you read?

1. American Indian (Specify: _____)
2. Cantonese
3. English
4. French
5. Japanese
6. Mandarin
7. Pilipino
8. Portuguese
9. Spanish
10. Vietnamese
11. Other (Specify: _____)

8. Which of these languages do you write?

   1. American Indian (Specify: _____)
   2. Cantonese
   3. English
   4. French
   5. Japanese
   6. Mandarin
   7. Pilipino
   8. Portuguese
   9. Spanish
   10. Vietnamese
   11. Other

9. Does existing curriculum within the school district reflect the linguistic and cultural needs of all Lau students?

   1. Yes, completely
   2. Yes, somewhat
   3. Yes, marginally
   4. No

10. Are any of the programs in your school available in the home language(s) of Lau students?

   1. Yes, most are
   2. Yes, some are
   3. Few are
   4. No, none are

11. Are the instructional materials used in your school available in the home language(s) of Lau students?

   1. Yes
   2. No

12. If instructional materials are not in the language of the students, is the instructional staff able to express the concepts in the language of the Lau students?

   1. Yes
   2. No

13. Is your school's instructional staff informed throughout the year of monies available for instructional materials?

    1. Yes
    2. No

14. Do you think that the meaning of "bilingual-bicultural education" has been clearly defined as it relates to your school's educational program?

    1. Definitely yes
    2. Definitely no
    3. Clarification is very much needed

15. Do you think that your school staff need inservice training dealing with the purpose and meaning of bilingual education?

    1. Definitely yes
    2. Definitely no

16. Is bilingual-bicultural education at your school available to all who request it?

    1. Yes
    2. No
    3. No such program

17. How should students be placed in a bilingual-bicultural program? (Circle one only)

    1. By parental consent
    2. By parental and student consent
    3. By parental, student and staff consent
    4. By a formal screening procedure (tests, interviews, etc.) with parental and staff consent
    5. Teacher recommendation
    6. Review of past academic performance
    7. By student request
    8. Other (Specify: _____)

18. Is the bilingual-bicultural program or component well integrated and interactive with other ongoing programs at your school?

    1. Yes, very well integrated and interactive
    2. Yes, somewhat integrated and interactive
    3. No, it is generally isolated
    4. No such program

19. Is priority given to Lau students in selecting bilingual-bicultural program participants?

    1. Yes, all the time
    2. Yes, most of the time
    3. Yes, sometime
    4. No, not as high a priority as should be given
    5. No such program

20. Who instructs LES/NES students?

    1. English as a second language (ESL) specialists or resource teachers
    2. English-speaking teachers
    3. English-speaking teachers with bilingual teacher-aides
    4. Bilingual (English/Spanish) teachers
    5. Bilingual teacher-aides
    6. Bilingual teacher with bilingual teacher-aides
    7. Other (Specify: _____)

21. How are students selected for the ESL program? (Select only one)

    1. By racial/ethnic background
    2. By language needs
    3. By ability level
    4. By grade level
    5. Based on file records or test scores
    6. Teacher recommendation
    7. By student request
    8. Other (Specify: _____)

22. To what extent do you participate in the evaluation of programs or services you provide?

    1. A great deal
    2. Somewhat
    3. Not at all
    4. Never been asked

23. Are all school programs evaluated on a regular basis?

    1. They are
    2. Yes, but not regularly
    3. No, they are evaluated only sporadically
    4. No evaluation at all

24. How does the quality and quantity of bilingual-bicultural resource materials compare with those materials in English?

    1. Very well
    2. Not very well
    3. Not comparable at all

25. Regarding multicultural materials, are they available in your school?

    1. Yes
    2. No

26. Are they representative of all cultures?

    1. Yes
    2. No

27. Is there a sufficient quantity to serve?

    1. Yes
    2. No

28. Do these materials meet the instructional needs of your students?

    1. Yes
    2. No

29. Is the school district's K-12 goals and objectives committee representative of the ethnic and language student groups in the district?

    1. Yes
    2. Somewhat
    3. Marginally
    4. No
    5. No such committee exists

30. Does the school district use established K-12 curriculum goals and objectives in all content areas?

    1. Yes
    2. No
    3. No such goals and objectives exists

31. Are instructional materials selected by the district curriculum committee screened for racial, ethnic and cultural biases?

    1. Yes
    2. No
    3. Not aware of such a committee

32. How often in the past have you participated in inservice training sessions?

    1. Several times
    2. Twice a year
    3. Once a year
    4. None

33. How important do you feel inservice training would be for you to be most effective in future instructional programs for Lau students?

1. Very important
2. Marginally important
3. Of no value at all

34. What would be the ideal time for an inservice training program?

1. Immediately after school is out in June
2. Before school begins in the fall
3. During the schoolyear, fall semester
4. Spring semester
5. Ongoing throughout the school year

35. If your choice for inservice training is during the school year, please circle one answer indicating the most appropriate time.

1. Before school
2. After school
3. During school
4. Weekend
5. Vacations

36. Please circle the number corresponding to the most appropriate response category. Indicate your degree of preference of the following presentation techniques for inservice training. Use the scale following to rate the techniques.

	Most Preferred	Somewhat Preferred	Least Preferred
1. Formal presentation by consultant	3	2	1
2. Consultation on a one-to-one basis	3	2	1
3. Workshop	3	2	1
4. Observation of other teachers	3	2	1
5. Sharing sessions with other teachers	3	2	1
6. Other method? (Specify: _____)	3	2	1

37. Please circle one number under each one of the 3 labels which indicate the degree of your competence in each of the following skills relevant to Lau students in a regular class.

	Competent to Teach Others	Sort of Competent	Not Quite Competent
1. Encouraging parent input for pupil education	___	___	___
2. Talking to parents about the educational growth of their children	___	___	___
3. Use of community resources such as utilizing parents as classroom volunteers	___	___	___
4. Involving parents in educational planning and decision-making	___	___	___
5. Encouraging parent-assisted learning at home	___	___	___

38. The following areas are indicated as priorities in skills for teachers of Lau students. Please indicate those in which you need or would like training by circling the appropriate number under each of the given labels.

	Training Crucial	Some Training is Needed	No Training is Needed
1. Assisting Lau students to overcome feelings of inadequacy, fear of failing, frustration and hostility	3	2	1
2. Devising activities to build or improve self-esteem	3	2	1

38. (continued)

		Training Crucial	Some Training is Needed	No Training is Needed
3.	Devising activities that encourage the development of social interaction between pupils of various ethnic backgrounds and groups	3	2	1
4.	Knowing how to react to the feelings, moods and accomplishments of pupils of varied racial and cultural backgrounds	3	2	1
5.	Encouraging acceptance of cultural diversity among pupils	3	2	1
6.	Encouraging self-motivated learning	3	2	1
7.	Other (Please specify: _____)	3	2	1

39. Based on your past experience, has it been possible to incorporate newly learned skills from inservice training into your classroom instruction?

1. Yes, most of the time
2. Yes, sometimes
3. No, not at all
4. Have not attended

40. In the implementation of a bilingual-bicultural program in your district, to what extent have the following been difficult to deal with? Circle appropriate number for each area under one of the three labels.

		No Difficulty At All	Some Difficulty	Major Difficulty
1.	Instructional staff competencies	3	2	1
2.	Community support	3	2	1
3.	Understanding and/or acceptance of the concept and the rationale for bilingual education within the school district	3	2	1
4.	Student interest or request	3	2	1
5.	Sufficient funding	3	2	1
6.	Appropriate and/or adequate facilities	3	2	1
7.	Adequate materials and other instructional resources	3	2	1
8.	Problems of identifying the necessary student population	3	2	1
9.	Problems of recruiting qualified bilingual-bicultural staff	3	2	1

41. Knowledge of the following issues with specific regard to Lau students is crucial. Rate the priority for training needed in these areas at your school site by circling for each issue one number under one of the three labels given.

		Top Priority	Medium Priority	No Priority
1.	Child rearing practices	3	2	1
2.	Home-community environment	3	2	1
3.	Relationship between culture and learning style	3	2	1
4.	Social values of Lau students	3	2	1
5.	Historical background of Lau students	3	2	1
6.	Socioeconomic structure of the target community	3	2	1
7.	Political structure of the target community	3	2	1
8.	Spiritual and religious values of the target community	3	2	1

42. Which of the following is used most to determine the cultural and linguistic competencies of the school staff?

1. Traditional normed tests to measure second language proficiency
2. Criterion-referenced linguistic and cultural assessment instruments representative and sensitive to the needs of the target community
3. Interviews with staff members who are culturally and linguistically representative of and sensitive to the needs of the target community
4. Self-rating procedures
5. Other (Specify: _____)

43. If you are or were to instruct in a bilingual-bicultural program at the elementary level, to what extent would you be able to communicate (i.e., comprehend, speak, read and write) effectively in both English and another language?

    1. Excellent ability to communicate
    2. Average ability to communicate
    3. No ability to communicate

44. If you are or were to instruct in a bilingual-bicultural program at the secondary level, to what extent would you be able to teach your regular subjects in both English and another language?

    1. Excellent
    2. Average
    3. Not able

45. How much attention needs to be given to each one of the following areas in order to establish an effective counseling program to assist Lau students as well as other students in your school or in your school district? For each type of services, draw a line around a number under one of the 3 labels to indicate your preference.

	Major Attention	Some Attention	Minimum Attention
1. Counseling and guidance programs to deal with academic, emotional and behavioral problems of students	3	2	1
2. Services to reduce or prevent students from dropping out of school	3	2	1
3. Providing assessment services (ability, achievement, interest, language, etc., testing)	3	2	1
4. Assisting instructional staff in using culturally relevant sources of motivation and incentives	3	2	1

45. (continued)

	Major Attention	Some Attention	Minimum Attention
5. Assisting instructional staff to use testing results to improve instruction	3	2	1
6. Hiring bilingual counselors to communicate effectively with Lau students in their home or comfortable language	3	2	1
7. Providing Lau students with appropriate career, scholarship, and financial assistance information to continue studies and for placement in proper programs	3	2	1

46. Does your district have a proportionate number of certified bilingual counseling and guidance staff to perform services related to the educational and psychological needs of Lau students?

1. Yes
2. No

47. Does your district have appropriate bilingual materials (i.e., testing materials, interest and occupational surveys, personality inventories, films, achievement test batteries) related to the delivery of counseling services?

1. Yes
2. No

48. Do you feel that your school have competent staff to do the psycho-educational evaluation of Lau students?

1. Yes
2. No

49. Does your school have appropriate physical facilities (such as testing rooms, rooms to store psychological instruments, and space to conduct individual and group counseling sessions) for providing guidance and counseling services?

    1. Yes
    2. No

50. Are counseling and guidance personnel able to communicate effectively with Lau students in their home language?

    1. Yes
    2. No

51. Is your counseling and guidance staff using standardized tests of achievement, ability, and intelligence to academically place Lau students?

    1. Yes
    2. No

52. Is your counseling and guidance staff administering standardized tests to Lau students in their home language?

    1. Yes
    2. No

53. Is all your counseling and guidance staff culturally sensitive to the needs of Lau students?

    1. Yes
    2. No

54. For each area listed below, please circle an appropriate number under one of the 3 labels to indicate what might enhance the effectiveness of the counseling and guidance staff working with Lau students.

	Very Much Needed	Somewhat Needed	Not Needed
1. Learning and/or studying critical issues in testing the linguistically and culturally distinct students	3	2	1

54. (continued)

		Very Much Needed	Somewhat Needed	Not Needed
2.	Group counseling techniques	3	2	1
3.	Alternative assessment techniques to be used with the linguistically and culturally distinct students	3	2	1
4.	Learning about approaches for screening and placing Lau students in relevant programs	3	2	1
5.	Finding and/or developing effective procedures for referral and record keeping	3	2	1
6.	Learning to use paraprofessionals (teacher and community aides, parents and community workers) as elements of natural environment in counseling Lau students	3	2	1

55. For each statement listed, please use the following scale to indicate the importance of knowledge areas listed in the work of a counselor. Draw a circle around one of the 3 numbers for each area.

		Most Important	Somewhat Important	Not Very Important
1.	Knowledge of ways in which Lau students can be helped to develop positive self-concept and a healthy cultural identity	3	2	1

55. (continued)

	Most Important	Somewhat Important	Not Very Important
2. Knowledge of the educational career goals of Lau students	3	2	1
3. Knowledge of state and federal funded projects serving Lau students in your district	3	2	1
4. Knowledge of possible sources for obtaining financial assistance for Lau students	3	2	1
5. Knowledge and techniques for motivating Lau students to maximize their potential	3	2	1

56. In the process of recruiting counselors in your school district, how much weight is given to each one of the following criteria? For each criterion listed, please circle an appropriate number under one of the three labels given.

	High Emphasis	Moderate Emphasis	Little Emphasis
1. Ability to relate effectively to others (communication skill, a relaxed interpersonal relation, ability to empathize, be able to give and receive, and so on)	3	2	1
2. Ability to communicate (comprehend, read, speak and write) in the home language of Lau students	3	2	1

56. (continued)

	High Emphasis	Moderate Emphasis	Little Emphasis
3. Appropriate academic and experiential background and preparation to the needs of Lau students	3	2	1
4. Cultural sensitivity	3	2	1
5. Community oriented	3	2	1
6. Knowledge of philosophies and programs related to the education of culturally and linguistically distinct students	3	2	1

57. To what extent did you participate in the planning of procedures for bilingual education?

1. Fully
2. Casually
3. Not at all

58. Have parents been informed about bilingual education plans?

1. Yes
2. No

59. Have you informed parents about how you will implement national origin desegregation plans in your classroom?

1. Yes
2. No

60. Have you been at any time discriminated against by a school district due to your sex?

1. No
2. Yes

61. Are female staff members informed about job related positions or promotions?

    1. Yes
    2. No

62. Are female staff members encouraged to advance in job positions?

    1. Yes
    2. No

63. Do the instructional materials reflect contributions and conditions of women in the United States?

    1. Yes
    2. No

64. Do the instructional materials present accurate pictures of women in other cultures?

    1. Yes
    2. No

65. Has the school district provided inservice training for school staff on assessing instructional materials for sexism?

    1. Yes
    2. No

66. Current position

    1. District administrator
    2. Building administrator: Principal
    3. Building administrator: Vice Principal
    4. Building administrator: Dean
    5. Building administrator: Intern
    6. Building acting principal
    7. Building acting vice principal
    8. Other (Specify: _____)

67. Administrative experience

1. More than 10 years
2. Five to 10 years
3. Two to 5 years
4. Less than 2 years
5. None

68. Years of teaching experience

1. More than 10 years
2. Five to 10 years
3. Two to 5 years
4. Less than 2 years
5. None

69. In your opinion, to what extent are district administrators knowledgeable of:

	Very Much Knowledgeable	Marginally Knowledgeable	Not Knowledgeable
1. The racial/ethnolinguistic breakdown of the student population	3	2	1
2. The educational need (linguistic, cultural, cognitive, affective) of Lau students	3	2	1
3. The educational goals or aspirations of parents of Lau parents for their children	3	2	1
4. The different learning styles associated with the linguistically and culturally different students	3	2	1

69. (continued)

	Very Much Knowledge-able	Marginally Knowledge-able	Not Knowledge-able
5. The ratio of Lau students to competently trained instructional staff	3	2	1
6. Bilingual-bicultural education	3	2	1
7. The differences between a maintenance bilingual-bicultural program; a transitional bilingual-bicultural program; and an English-as-a-second-language program	3	2	1
8. Sources of fundings (state and federal) for bilingual education	3	2	1
9. Curriculum and structional materials within the district to specifically meet the needs of Lau students	3	2	1
10. Instructional staff's expectancies of Lau students	3	2	1
11. Legislation and judicial decisions related to the education of Lau students	3	2	1
12. Site and district goals related to the educational needs of Lau students	3	2	1

70. To what extent are site administrators (principal, vice-principal, coordinators, etc.) knowledgeable of:

		Very Knowledge-able	Marginally Knowledge-able	Not Knowledge-able
1.	The racial/ethno-linguistic breakdown of the student population	3	2	1
2.	The educational needs (linguistic, cultural, cognitive, affective) of Lau students	3	2	1
3.	The educational goals or aspirations of parents of Lau students	3	2	1
4.	The different learning styles associated with the linguistically and culturally different students	3	2	1
5.	The ratio of Lau students to competently trained instructional staff	3	2	1
6.	Bilingual-bicultural education	3	2	1
7.	The difference between a maintenance bilingual-bicultural program; a transitional bilingual-bicultural program; and an English-as-a-second-language program	3	2	1
8.	Sources of funding (state and federal) for bilingual education	3	2	1

70. (continued)

	Very Knowledge-able	Marginally Knowledge-able	Not Knowledge-able
9. Curriculum and instructional materials within the district to specifically meet the educational needs of Lau students	3	2	1

71. Teaching in a (an):

1. Elementary school
2. Junior high school
3. High school
4. Not teaching

72. Does the district clearly identify and post all administrative, certified and classified vacancies?

1. Yes
2. No

73. To what extent are the needs of Lau students considered in the recruitment of new administrative personnel?

1. A great deal
2. To a moderate degree
3. Very little
4. None

74. To what extent are the needs of Lau students considered in the recruitment of new instructional personnel?

1. A great deal
2. To a moderate extent
3. Very little
4. None

75. To what extent are the needs of Lau students considered in the recruitment of counseling and guidance personnel?

1. A great deal
2. To a moderate extent
3. Very little
4. None

76. To what extent does the district recruit staff from the local geographic area that is culturally representative of the Lau student population?

1. A great deal
2. To a moderate amount
3. Very little
4. None

77. To what extent does the district utilize staff that is culturally representative of the target student population in the recruitment and selection of new personnel?

1. A great deal
2. To a moderate degree
3. Very little
4. None

78. To what extent are school personnel formally prepared to work with and instruct Lau students?

1. A great deal
2. To a moderate degree
3. Very little
4. None

79. To what extent does the district utilize paraprofessionals representative of the target student population in the instruction of Lau students?

1. A great deal
2. To a moderate degree
3. Very little
4. None

80. What priority does the district administration give to Lau students and their parents considering the following areas?

	High Priority	Medium Priority	Low Priority
1. Hiring bilingual-bicultural certified instructional staff	3	2	1
2. Hiring bilingual-bicultural classified staff (paraprofessionals, secretaries, clerks, etc.)	3	2	1
3. Staff organization (i.e., differentiated staffing, team teaching, etc.) to meet the needs of Lau students	3	2	1
4. Curriculum and instructional materials to meet the needs of Lau students	3	2	1
5. Development of local curriculam materials to meet the needs of Lau students	3	2	1
6. Inservice education in bilingual-bicultural education for all who instruct Lau students	3	2	1
7. Inservice education for all who administer assessment instruments	3	2	1
8. A comprehensive parent-community educational program	3	2	1
9. Parent-community involvement at the district level	3	2	1

80. (continued)

	High Priority	Medium Priority	Low Priority
10. Parent-community involvement at the site level	3	2	1
11. Evaluation of all programs	3	2	1
12. Assessment of Lau students	3	2	1

81. What percent of the students served by the following programs are Lau students? (District administrators' answers should correspond to the entire district while site administrators' answers should correspond to their specific schools.) Place a check mark under one of the five labels for each program.

	0-25%	26-50%	51-75%	76-100%	No Such Program
1. English as a second language (ESL)	___	___	___	___	___
2. Bilingual-bicultural programs	___	___	___	___	___
3. Special education programs	___	___	___	___	___
4. Indian education	___	___	___	___	___
5. Migrant education	___	___	___	___	___
6. Early childhood education	___	___	___	___	___
7. Vocational education	___	___	___	___	___
8. Other programs (Specify: _____)	___	___	___	___	___

82. Have you made it a practice to attend community affairs sponsored by the target community?

1. Yes, regulamly
2. Yes, occasionally
3. Seldom
4. No

83. Has national origin desegregation been explained to the school community?

1. Yes
2. No

84. Has the implementation of national origin desegregation plans been explained to school staff members and the school community?

1. Yes
2. No

85. To what extent did school community members participate in the planning of bilingual education?

1. Fully
2. Casually
3. Not at all

86. Has inservice training on bilingual education been offered to school community members?

1. Yes
2. No

87. To what extent were community members and school staff consulted in the planning of programs?

1. Often
2. Seldom
3. Never

88. To what extent are district policies such as discipline, suspension and retention explained to parents in their home language?

1. To a full extent
2. To some extent
3. Minimally
4. Not at all

89. To what extent are parents informed in their home language of school regulations that will affect their children?

1. To a full extent
2. To some extent
3. Minimally
4. Not at all

90. To what extent is all staff encouraged to apply for job-related promotions?

1. To a full extent
2. To some extent
3. Minimally
4. Not at all

91. To what extent is all staff informed of job-related promotions?

1. To a full extent
2. To some extent
3. Minimally
4. Not at all

92. Are female staff members kept informed about job related positions or promotions?

1. Yes
2. No

93. Are female staff members encouraged to advance in job positions?

1. Yes
2. No

94. Do the instructional materials reflect contributions and conditions of women in the United States?

1. Yes
2. No

95. Do the instructional materials present accurate pictures of women in other cultures?

1. Yes
2. No

96. Has the school district provided inservice training for school staff on assessing instructional materials for sexism?

1. Yes
2. No

97. Are students encouraged to participate in the selection of instructional materials?

1. Yes
2. No

98. According to your observations, how many (what percent) of tenured staff members are linguistically and culturally representative of the Lau student population?

1. 76-100%
2. 51-75%
3. 26-50%
4. 1-25%
5. None

99. How often does the school board make presentations to community groups about services provided for Lau students?

1. Frequently
2. Occasionally
3. Seldom

100. How often does the school board invite parents and other school/community members to discuss concerns related to the educational needs of Lau students?

1. Frequently
2. Occasionally
3. Seldom

101. How often does the district administration invite parents and other school/community members to discuss concerns related to the educational needs of Lau students?

1. Frequently
2. Occasionally
3. Seldom

102. How often is community input to the school board considered in providing services for Lau students?

1. Frequently
2. Occasionally
3. Seldom

103. Has the school board established specific policies for meeting the educational needs of Lau students?

1. Yes
2. No
3. Not sure

104. Based upon the results of the past two years, how would you rate the school board commitment to each of the following? For each area listed on the left, draw a circle around a number under one of the labels given.

	Strongly Favor	Favor	Disfavor	Strongly Disfavor
1. Bilingual-bicultural education	4	3	2	1
2. Implementation of a bilingual-bicultural program	4	3	2	1

104. (continued)

	Strongly Favor	Favor	Disfavor	Strongly Disfavor
3. Hiring bilingual-bicultural staff	4	3	2	1
4. Differentiated staffing (i.e., team teaching, etc.) to meet the educational needs of Lau students	4	3	2	1
5. Meeting the educational needs of Lau students	4	3	2	1
6. Implementing or improving programs to meet the needs of Lau students	4	3	2	1
7. Selecting and purchasing instructional materials to meet the needs of Lau students	4	3	2	1
8. Developing local instructional materials to meet the needs of Lau students	4	3	2	1
9. Reassessing and reallocating district resources to better meet the needs of Lau students	4	3	2	1
10. Assessing on-going district programs to determine their effectiveness with regard to Lau students	4	3	2	1

104. (continued)

	Strongly Favor	Favor	Disfavor	Strongly Disfavor
11. Using evaluation results for problem solving	4	3	2	1
12. Reassessing district curriculum and instructional practices in light of low student achievement	4	3	2	1
13. Providing guidance and counseling services for Lau students in their home language	4	3	2	1
14. Concept of neighborhood or community school	4	3	2	1

105. In your opinion, to what extent should the input of community members in the process of decision-making in regards to the following areas be encouraged or sought? For each area listed, draw a circle around a number under one of the 3 given labels.

	Fully	Partially	Minimally
1. Instructional needs of Lau students	3	2	1
2. Hiring of bilingual-bicultural instructional and support staff	3	2	1
3. The total educational program	3	2	1

105. (continued)

	Fully	Partially	Minimally
4. Special education programs	3	2	1
5. Bilingual-bicultural programs	3	2	1
6. Compensatory education program	3	2	1
7. Establishing program goals and objectives for Lau students	3	2	1
8. Curriculum and instructional materials for Lau students	3	2	1
9. Selection and acquisition of bilingual-bicultural instructional materials	3	2	1
10. Staff assigned to serve Lau students	3	2	1
11. Fiscal allocations and priorities related to services for Lau students	3	2	1
12. Career education program	3	2	1
13. Counseling and psychological services	3	2	1
14. Rules about proper conduct and discipline	3	2	1

106. To what extent does the school district's budget planning provide for changes or improvements in the educational programs for Lau students with regard to the following? For each area listed, circle one number under one of the 3 labels presented.

	A Great Deal	Moderate Amount	A Minimum Amount
1. Bilingual curriculum	3	2	1
2. Bilingual instructional materials	3	2	1
3. Bilingual-bicultural staff	3	2	1
4. Bilingual-bicultural instructional programs	3	2	1
5. Bilingual programs for exceptional students	3	2	1
6. Bilingual supervisory services	3	2	1
7. Bilingual pupil personnel services	3	2	1
8. Professional growth (inservice) opportunities for all staff serving Lau students	3	2	1

107. To what extent does the school district make an organized effort to utilize individual members of the staff (i.e., administrative, instructional, others) as liaison for the creation of target community understanding of school issues?

1. To a high degree
2. To a moderate degree
3. To a minimum degree

108. To what extent does the school district take advantage of funds available from the federal government to meet the needs of Lau students?

1. To a high degree
2. To a moderate degree
3. To a minimum degree

109. To what extent does the school district take advantage of funds available from the State government to meet the needs of Lau students?

1. A great deal
2. Some
3. Not much

110. In its budgetary allocations, does the school district identify needs for inservice to train administrative personnel to meet the needs of Lau students?

1. Yes
2. No

111. In its budgetary allocations, does the school district identify needs for inservice to train instructional personnel to meet the needs of Lau students?

1. Yes
2. No

112. In its budgetary allocations, does the school district identify needs for such inservice to train staff representative of the Lau student population for administrative positions?

1. Yes
2. No

113. Has the school district made its budget available in the home language of the target community?

1. Yes
2. No

114. Does the school district make use of target community representatives to assist in the following? For each area listed, circle a number under one of the three labels given.

	As a Regular Rule	Occasionally	Seldom
1. Planning, programming and budgeting for educational programs	3	1	1
2. Planning the expansion and utilization of school facilities for their children	3	2	1
3. Financing the program of construction	3	2	1
4. Curriculum and instructional materials selection	3	2	1
5. Staff inservice	3	2	1
6. School/community relations	3	2	1
7. Counseling and guidance services	3	2	1
8. Extra-curricular activities for students	3	2	1

115. Does the board of education hold the required public budget hearing bilingually so that all can be informed?

1. Yes
2. No

116. What grade are you attending?

1. K-2
2. 3-6
3. 7-8
4. 9-12

117. What language(s) are mostly spoken in your home?

1. English
2. Spanish
3. Combination of English and Spanish
4. Pilipino
5. Other (What? _____)

118. What language(s) do you mostly speak?

1. English
2. Spanish
3. Combination of English and Spanish
4. Pilipino
5. Other (What? _____)

119. In which language or languages do you speak with your friends when you go outside to play at school?

1. English
2. Spanish
3. Combination of English and Spanish
4. Pilipino
5. Other (What? _____)

120. Do you have friends at this school?

1. Yes, many
2. Some
3. Few
4. No

121. Do you like the things you do at this school?

1. Yes
2. No

122. When you are in the classroom, how much do you like to do each one of the following?

	A Lot	Not At All
1. Listen to stories	___	___
2. Learn English	___	___
3. Learn Spanish	___	___
4. Learn arithmetic	___	___
5. Learn games	___	___
6. Sing	___	___
7. Draw	___	___

123. Do you understand your teacher when he/she is talking to the class?

1. Yes
2. Sometimes
3. No

124. Do you ever see any pictures in a book that look like you or someone in your family?

1. Yes, often
2. Sometimes
3. No

125. Does your teacher ever teach you in Spanish?

1. Yes
2. No

126. Do you ask the teacher to help you when you do not understand the lesson?

1. Yes
2. Sometimes
3. No

127. Do you have to share books in the classroom?

1. Yes
2. Sometimes
3. No

128. Do your parents or brother and sisters help you with your lessons?

1. Yes
2. Sometimes
3. No

129. Do you like this school?

1. Yes
2. No

130. Are you learning as well as you can in this school?

1. Yes
2. Probably
3. No

131. How much do you like each one of the following? Draw a line around a number under one of the 4 labels given.

	Very Much	Some	A Little	Never Had This Subject
1. Writing stories	4	3	2	1
2. Spelling	4	3	2	1
3. Social studies (learning about people, history, events, geography)	4	3	2	1
4. Math	4	3	2	1
5. Science	4	3	2	1

131. (continued)

	Very Much	Some	A Little	Never Had This Subject
6. Art work	4	3	2	1
7. History	4	3	2	1

132. Would you like to learn some classwork in Spanish?

1. Yes
2. No

133. In your classroom, do you always know what you are supposed to be doing?

1. Yes
2. No

134. Does your teacher use movies, drawings, tape recorders and games to help you learn?

1. Yes
2. No

135. When you do not come to school, is it because: Circle "Yes" or "No" for every one of the following reasons listed.

1. You are too sleepy	Yes	No
2. It is raining	Yes	No
3. You do not have your clothes ready	Yes	No
4. You have to go on a trip	Yes	No
5. You are sick	Yes	No
6. You have been on a trip	Yes	No

135. (continued)

7. You have to stay home with your brothers or sisters	Yes	No
8. You are hungry	Yes	No
9. You feel uncomfortable in your classroom	Yes	No
10. You do not understand what to do in the classroom	Yes	No

136. In your class, do you like to work alone?

1. Yes
2. No

137. In your class, do you like to work in a group?

1. Yes
2. No

138. In your class, do you like to tell teacher and the students about the things you like or you know about?

1. Yes
2. No

139. Do you like to tell your parents about the things you do at school?

1. Yes
2. No

140. Do your parents ask you about what you do at school?

1. Yes
2. No

141. Do you like your school?

1. Yes
2. No

142. Do you feel that your teachers are helping you to gain knowledge and learn skills that are useful to you?

1. Yes, very much
2. Yes, somewhat
3. Very little
4. No, not at all

143. How interesting are each one of the following types of classwork to you? Circle appropriate numbers under the labels provided:

	Very Much	Some	A Little
1. Reading	3	2	1
2. Writing Stories	3	2	1
3. Singing	3	2	1

144. Does your teacher or the teacher-aide ever teach you in Spanish?

1. Yes
2. No

145. In your books at school, do you see pictures that look like you or someone in your family?

1. Yes
2. No

146. Do you feel comfortable in your classes or in your school?

1. Yes, always
2. Yes, often
3. Not all the time
4. No, I usually feel uncomfortable

147. Does your school experience help you to understand people better?

1. Yes, very much
2. Yes, to some extent
3. Not quite
4. Not at all

148. Do you like your teachers to come and visit you and your family in your home sometimes?

1. Yes, very much
2. Yes
3. No

149. If your school library or classroom had some books in Spanish would you like to read some of them?

1. Yes
2. No

150. Do you feel that you are doing the best you can at this school to acquire the knowledge and skills that you will need in the future?

1. I'm doing my best
2. I sometimes do my best
3. I don't usually do my best
4. I am not really trying

151. To what extent do you feel that the following courses are important for you in order to achieve in your school work and your future life? For each course, circle a number under one of the 3 labels to indicate the importance of that course to you.

	Very Important	Somewhat Important	Not Important
1. Reading	3	2	1
2. English language arts	3	2	1

151. (continued)

	Very Important	Somewhat Important	Not Important
3. Foreign languages	3	2	1
4. Social studies	3	2	1
5. Mathematics	3	2	1
6. Science	3	2	1

152. To what extent do you feel that the following courses are important for you in order to achieve in your school work and your future life? For each course, circle a number under one of the 3 labels to indicate the importance of that course to you.

	Very Important	Somewhat Important	Not Important
1. Agricultural education	3	2	1
2. Fine arts, music, etc.	3	2	1
3. Business education	3	2	2
4. Consumer and family studies	3	2	1
5. Automotive repair and maintenance	3	2	1
6. Industrial education	3	2	1

153. Do your teachers clearly explain what they expect you to do in your daily classroom?

1. Yes, all of them do
2. Yes, some of them do
3. None of them do

154. Do your teachers use a variety of materials and activities (books, films, lectures, group work) to help you learn?

1. Yes, often
2. Yes, sometimes
3. Seldom
4. Never

155. Do you understand the school's rules and regulations about attendance?

1. Yes
2. No

156. Do you understand the school's rules and regulations about adding, dropping, or changing classes?

1. Yes
2. No

157. Do you understand the school's rules and regulations about suspension?

1. Yes
2. No

158. Do you understand the school's rules and regulations about conduct?

1. Yes
2. No

159. Is there someone at your school who speaks your home language to help you plan your classes?

1. Yes
2. No
3. I have no say in the planning of my classes

160. Do you know what courses are required to finish high school?

1. Yes
2. Not completely
3. No

161. Would you like to continue your studies after you complete high school?

1. Yes
2. I don't plan to finish high school
3. No, I don't like to continue after high school

162. Are you given extra help at school if you do not understand your homework or classwork assignment?

1. Yes, always
2. Sometimes
3. No

163. Would you like extra help at school if you do not understand your classwork or homework assignments?

1. Yes
2. No
3. I am not sure

164. Is there someone at home or in the neighborhood who can help you with your homework?

1. Yes
2. No

165. Do the books and other learning materials used in your classes include positive contributions of people from your racial/ethnic background?

1. Yes
2. No

166. Does your school have programs that deal with the historical and cultural events of your ethnic/racial group?

1. Yes
2. No

167. Do you understand all your teachers when they are speaking to the class?

1. Yes
2. Sometimes
3. No

168. If your school were to have a bilingual-bicultural program (classes where one learns in two languages, such as in English and in Spanish), would you like to enroll in such a program?

1. Yes
2. No

169. How well would you like to learn Spanish?

1. As well as English
2. To be able to read, write, and speak Spanish
3. To be able to only read and write Spanish
4. To be able to speak Spanish only
5. I have no desire to learn Spanish

170. Does a student need to have good grades in order to be able to participate in extracurricular activities (such as student government, team sports, plays, clubs) at your school?

1. Yes
2. No
3. I don't know

171. To what extent are you able to understand the readings and assignments found in the books or teacher-prepared lessons for the following courses? Circle one number for every course.

	Understand Very Well	Understand with Difficulty	Hardly Understand
1. English	3	2	1
2. Social studies	3	2	1
3. Science	3	2	1
4. Mathematics	3	2	1
5. Agricultural ecucation	3	2	1
6. Consumer and family studies	3	2	1
7. Automotive repair and maintenance	3	2	1
8. Industrial education	3	2	1
9. Other courses (What? _____)	3	2	1

172. Do you understand the grading system in your school?

1. Yes
2. Somewhat
3. No

173. Does your school include students in the planning of school programs?

1. Yes
2. Sometimes
3. No

174. Do you think that students should be asked to participate in planning school programs?

1. Yes
2. No

175. In your school, how do you rate the following aspects of the programs offered to you and to other students? For each program, draw a line around one number under the three labels to indicate your choice.

		Excellent	Good	Average	Poor
1.	Books and other learning materials	4	3	2	1
2.	Ability to learn from teachers	4	3	2	1
3.	Number (or the ratio) of students to teachers	4	3	2	1
4.	Adequate classroom space, equipment, furniture, and lighting	4	3	2	1
5.	Instructional aide	4	3	2	1
6.	Teachers' attitude to students	4	3	2	1
7.	Attitudes of students in class toward each other	4	3	2	1
8.	Attitudes of students in other classes toward students who speak little or no English	4	3	2	1

176. What is your relationship to the child attending the school from which the survey came?

1. Father
2. Mother
3. Legal guardian
4. Other (Specify? _____)

177. Name of the school attended by the child interviewed?

_____

178. Racial/ethnic background of the student's mother or legal guardian:

1. American Indian
2. Asian American
3. Black American
4. Spanish/Mexican American
5. Other (Specify? _____)

179. Racial/ethnic background of the student's father or legal guardian:

1. American Indian
2. Asian American
3. Black American
4. Spanish/Mexican American
5. Other (Specify? _____)

180. What are your hopes, plans and educational goals for your children?

1. Completion of college (4 years)
2. Completion of junior college (2 years)
3. Completion of high school
4. Don't have definite goal
5. I am not sure

181. How many times a year do you visit your child's school?

1. Three or more times per year
2. Twice a year
3. Once a year
4. Never

182. How are you most often invited to participate in school activities?

1. Letter or notice by mail
2. Telephone
3. Home visitation
4. Through my child
5. Not invited
6. Other (What? _____)

183. Is an invitation for you to participate in school activities sent in your home language?

1. Yes
2. Never have received an invitation
3. No

184. Which one of the following media has been used most frequently to inform you about school events in your home language?

1. Television
2. Telephone
3. Newsletters
4. Newspapers
5. None of the above

185. When you visit the school, do the school personnel make you feel as if you are welcomed?

1. Very much so
2. Moderately
3. Only a little
4. Not at all

186. Do you know someone who speaks your home language to contact at your child's school if your child is not doing as well as you think he/she should?

1. Yes
2. No

187. In case of an emergency is there someone at your school to contact who speaks your home language?

1. Yes
2. No

188. How many times did you talk with your child's teacher this year?

1. Four or more times
2. Three times
3. Once or twice
4. None

189. When you visit your child's school, is communication provided by someone in the school who speaks your home language?

1. Yes
2. No

190. How do you think the school can help you personally?

1. Adult night classes
2. Use of the library and other school facilities
3. Participation in bilingual classes
4. Learn how to help my child better
5. Other (Specify? _____)

191. How well do you know what is being taught in your child's classroom?

1. Very well
2. To some extent but not fully
3. Very little
4. None

192. To what extent do you believe the books and other materials used in your child's class reflect your home culture?

1. Very much
2. Moderately
3. Very little
4. None

193. To what extent has your child's educational program been explained to you?

1. A great deal
2. To some extent but not completely
3. Very little
4. None

194. To what extent has your child's testing program been explained to you?

1. Fully
2. Moderately
3. Very little
4. None

195. Have you been informed about voluntary bilingual education programs?

1. Yes
2. No

196. Have you been invited to visit schools or programs that are bilingual?

1. Yes
2. No

197. Have you received any written information about bilingual education in your home language?

1. Yes
2. No

198. To what extent has bilingual education been explained to you by school district administrators?

1. Fully
2. Casually
3. Not at all

199. To what extent has bilingual education been explained to you by the school staff?

1. Fully
2. Casually
3. Not at all

200. To what extent have you been consulted in the planning of bilingual programs?

1. Regularly
2. Rarely
3. Not at all

201. Are you interested in learning more about bilingual programs?

1. Yes
2. No

202. Has the school district provided parents with meetings or workshops informing them about bilingual programs?

1. Yes
2. No

203. To what extent have the results of your child's tests been made available or explained to you?

1. Fully
2. Moderately
3. Very little
4. None

204. To what extent have you been consulted in the planning of your child's school program?

1. A great deal
2. Some
3. Very little
4. Not at all

205. Are you interested in becoming more involved in planning your child's educational program?

1. Yes
2. No

206. How comfortable would you feel working with administrators, teachers, and school staff in planning your child's educational program?

1. Very comfortable
2. Somewhat comfortable
3. Not comfortable

207. Do you understand the difference between an English-as-a-second-language program and a bilingual education program?

1. Yes
2. No

208. Has the school made an attempt to explain to you what bilingual education is?

1. Yes
2. No

209. Would you be interested in knowing what bilingual education is?

1. Yes
2. No

210. Do you think your child would do better in a bilingual class than in a class conducted in English only?

1. Yes
2. No

211. Do you feel that the school is making efforts to get bilingual-bicultural teachers?

1. Yes
2. No

212. Have the regulations and policies on topics listed below been explained to you by school in your home language? Circle a number for each one of these regulations under one of the 4 labels given.

	Yes Completely	To Some Extent	Very Little	No
1. Community participation in the decision-making process	4	3	2	1
2. Grading system	4	3	2	1
3. School busing	4	3	2	1
4. Attendance	4	3	2	1
5. Suspension	4	3	2	1

213. Were your ideas ever used in the implementation of school policies and regulations in the district?

1. Yes
2. No

214. How often do you discuss school-related matters with your child?

1. Often
2. Occasionally
3. Seldom or never

215. Does your child bring homework from school?

1. Often
2. Occasionally
3. Seldom or never

216. How often do you help your child with his/her homework?

1. Often
2. Occasionally
3. Seldom or never

217. How often have you been asked by school personnel to help teachers or staff in classroom instruction?

1. Often
2. Occasionally
3. Seldom or never

218. Have you ever been asked to participate in the selection of a principal?

1. Yes
2. No

219. Have you ever been asked to participate in the process of hiring a teacher?

1. Yes
2. No

220. Have you ever been asked to participate in the process of hiring school aides?

1. Yes
2. No

221. Have you ever been asked to participate in the process of hiring any type of school personnel?

1. Yes
2. No

222. Have you ever had some say in the ways your child should be taught in the school?

1. Yes
2. No

223. Would you like to have a say?

1. Yes
2. No

224. Have you ever been asked to participate in classroom activities?

1. Yes
2. No

225. Would you like to participate in classroom activities?

1. Yes
2. No

226. Have you been regularly contacted by your child's school regarding the academic progress of your child?

1. Yes
2. No

227. Have you been regularly contacted by your child's school regarding problems your child has had at school?

1. Yes
2. No

228. Do you think that the school board represents the interests and needs of Lau students?

1. Yes
2. No

229. When school meetings are held in a language you don't understand or speak, is there a translator present?

1. Yes
2. No

230. Which of the following problems prevent you from attending meetings at your child's school? Mark "Yes" or "No" for each one of the problems listed.

		Yes	No
1.	No babysitters	2	1
2.	Not scheduled at convenient time	2	1
3.	No transportation	2	1
4.	Conflict with my working hours	2	1
5.	Not conducted in a language I can understand and speak	2	1
6.	Meetings do not cover significant things	2	1

231. How often do you attend the following school-community activities:

		Frequently	Occasionally	Seldom or Never
1.	Parent-teacher advisory committee meetings	3	2	1
2.	District or school advisory council meetings	3	2	1
3.	School parties, and programs presented by your child's class	3	2	1
4.	School open house	3	2	1
5.	Parent-teacher conference with your child's teacher	3	2	1
6.	School-community events	3	2	1

232. To what extent are parents involved in school program evaluation?

1. Actively involved on an ongoing basis
2. Marginally involved
3. Very little involved
4. Not involved at all

233. Do you understand all the rules of your school about attendance and discipline, etc.?

1. Yes
2. No

234. Is there a counselor or someone else in your school who could help you with questions you sometimes have?

1. Yes
2. No

235. Should one of the basic goals of school be to help students learn more about themselves and others?

1. Yes, definitely
2. Yes
3. No
4. Definitely not

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